**Performance of Educational Institution**

2805. SHRI O. P. KOHLI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether attention of Government has been drawn to a news item captioned "Government move to assess performance of educational institutions; UGC gearing up for fireworks" which appeared in the 'Indian Express' dated 27th October, 1994;

(b) if so, the facts thereof; and

(c) the progress made in the assessment performance of educational institutions, institution-wise ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA) : (a) Yes, Sir.

(b) and (c) The University Grants Commission has decided to set up a National Assessment and Accreditation Council (NAAC) to, inter-alia, grade institutions of higher education and their programmes; stimulate the academic environment and quality of teaching and research; encourage innovations, self-evaluation and accountability in higher education; and promote necessary changes and reforms in these institutions. The technical education institutions, such as IITs, RECs, etc., fall within the purview of All Indian Council of Technical Education (AICTE). The AICTE has set up a National Board of Accreditation to periodically conduct evaluation of technical institutions or programmes on the basis of guidelines, norms and standards specified by it and to make recommendation to its, or to other bodies, regarding recogniton or derecognition of the institutions or the programme.

The National Assessment and Accreditation Council (NAAC) has been registered as a Society at Bangalore under the Karnataka Societies Registration Act, 1960, and the Karnataka Societies Registration Rules, 1961.

**Opening of Study Centre at Tihar Jail by IGNOU**

2806. SHRI SANIAY DALMIA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether a study centre of Indira Ptandhi National Open University (IGNOU) was opened recently at Tihar Jail, Delhi;

(b) if so, the details thereof and the :ourse proposed to be offered at the study :entre;

(c) the estimated expenditure to be ncurred for running the centre;

(d) the response of the Inmates of the jail to the gesture of IGNOU;

(e) whether the IGNOU propose to consider establishing such study centres in the Central Jails of other Metropolitan cities; and

(f) if so, the details thereof?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) and (b) According to the information furnished by Indira Gandhi National Open University, a study centre was formally inaugurated on 28-7-1994 in Tihar Jail, New Delhi. The following programmes are offered at the Centre:—

1. Bachelors' Preparatory Programme
2. Bachelor of Arts
3. Bachelor of Commerce
4. Certificate in Food & Nutrition
5. Diploma in Rural Development

Like other Centres, for this Centre the University meets expenditure on furniture and audio/video equipment and books and reading materials. The centre is manned by part-time staff and the remuneration is paid by the University.

(c) The average expenditure involved in the running of a Study Centre is about Rs. 1.5 la':hs on non-recurring items and about Rs. 80,000 per annum on recurring expenditure.

(d) The response of the inmates has been quite good. The enrolment in 1994 was 19, for 1995 it is 107.

(e) and (f) A sub-centre under the auspices of a Study Centre in Bangalore has been functioning in the Central Jail Bangalore since 1993. The entire expenditure on the sub-centre is met by the Government of Karnataka. A proposal to set up a sub-centre at Sabarmati Central Jail in Ahmedabad is under consideration of the University.

**Admission of Rural Children In Navodaya Vidyalayas**

2807. SHRI VIRENDRA KATARIA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether it is a fact that Navodaya Vidyalayas had been set up to provide opportunities to talented children from different parts of the country particularly of rural areas; and

(b) if so, what is the total number of students admitted/studying in those schools from rural areas at present and the details of the safeguard adopted to ensure that rural children get admission?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) Yes, Sir.

(b) The lotal number of students admitted from rural areas as on 31-3-1994 are 78,672. In order to ensure admission of rural children, the Navodaya Vidyalaya Scheme provides that admission of children from urban areas is restricted to a maximum of 25% of the admissions made.

**Teachers put on Election Duty**

2808. SHRI KRISHNA KUMAR HIRLA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) how many Delhi School Teachers were put on election duty, census opera-lions etc. during 1994;

(b) the period for which these teachers remained away from their teaching duties or are yet to resume their duty in their respective schools;

(c) whethjr Government have analysed the effect on teaching with the teachers deputed to perform election or census duties; and

(d) rf r.o, what are the details thereof and the steps contemplated by Government in the metier to ensure that teaching in schoo's is not hampered with the teachers detailed for such duties ?

THE DEPUTY MINISTER IN THE TSTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE! (KUMARI SELJA): (a) and <b) Accordin.r; *to* the informat˙on furnished by Government of National Capital Territory of Delhi, about 5800 teachers were put on Election Duty for fresh revision of rolls aid they reported in the first week of April and were relieved by 31-5-1994, retaining a few for completion work for sor~e more time.

I id (el) Government o[f] Nation;! Capital lerritory of Delhi has informed that no such analysis has been made. Local/Internal arrangements were made in She absence of teachers deputed for election duty to ensure that the acadenvc activities dp n >*l* suffer.

**P-omoting Hindi Language, In Nom-Hinrfi Spea-nns Efates**

2809. SHRI IOBAL SINGH: Will the Minister of HUMAN RESOURCE DEVE LOP?-. LENT be pleased to state:

(a) whether Government are ex;i mining the feasibility of promoting Hindi language in the non-Hindi speaking States; and

(b) if so, what steps have been taken by Government so far in this respect ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) and (b) The following schemes are being implemented by the Government of India for promoting Hindi language in non-Hindi speaking States :—

Appointment and Training of Hindi Teachers in non-Hindi Speaking States/ Union Territories:

The Scheme was introduced in the Second Five Year Plan and will continue during the Eighth Plan period. Under this scheme, 100% financial assistance is given for salary of Hindi teachers and establishment/strengthening of training colleges for one Plan period only.

Teaching of Hindi through Correspondence Courses : The Central Hindi Directorate is running a scheme of teaching Hindi through correspondence courses to non-Hindi speaking Indians and foreign based Indians and foreigners.

Extension Programmes:

Under this scheme, following activities are undertaken by Central Hindi Directorate (i) Awards are given to non-Hindi :ig writers; fii) Neo-Writers workshops are organised : (iii) National Symposia are organised : (iv) Conducted tours for non-Hindi speaking students are organised ; (v) Research Travel grant to non Hindi speaking Hindi Research scho'ars are jjiveti; (vi) Lectures by renowned Hindi scholars are arranged in different Univer-r.'ties.

Free Distribution o? H[l]nd? Books:

Under this scheme, books are purchased every year for free distribution to r.on-speakirsg reiV

Scheme for Financi' Assistance to Voluntary Hindi Organisat'ons*;*

I 'nder this scheme, grants to Voluntary Hindi Organisations are given for translation, publication : nd purchase of books with a view to promoting and proprgatinc Hindi.

Hindi Teachers' Teaching Training Pro-gramme :

Under this scheme, the Kendriya Hindi Sansthan conducts courses like Hindi Shikshan Nishnat, Hindi Shikshan Parangat, Hindi Slrkshan Pravcen. Fourii year of the Four Years Hindi Teaching Diploma Course and Special Intensive Hin^i Te.ich-ing-cum-Truining Course for the lecturers and teachers of non-Hindi speaking States/ Union Territories.